

**INDIAN EDUCATION FOR ALL
GRADE SEVEN/EIGHT MODEL LESSONS
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**Grade Level Expectations for Implementation of the Seven Essential
Understandings Regarding Montana Indians in Social Studies Standards**

MODEL LESSONS

- Topic 1 Applying all the Steps in an Inquiry Process When Looking For Information (SS1,4,6)**
- Topic 2 Evaluating Information Quality: Primary, Secondary Sources, Point of View, Embedded Values of Authors (SS1,4.6)**
- Topic 3 Interpreting and Applying Information To Support Conclusions and Solve Problems in the Real World [i.e., Tribal Elections, Conflict Resolution] (SS1,4.6)**
- Topic 4 Explaining Factors Causing Conflict and Cooperation Among Groups [i.e., Discrimination, Interactions, Stereotype Origins, Trade, Treaties] (SS2,5.6)**
- Topic 5 Purposes of Government [i.e., Comparing Historical and Contemporary Purposes, and including MT tribes](SS2)**
- Topic 6 Leaders of Government: U. S., State, Tribal.(SS2)**
- Topic 7 Tribal Sovereignty: Relationship to Local, State, Federal governments (SS2,6)**
- Topic 8 Principles of Democracy, Including Treaties and Sovereignty Issues (SS2,5,6)**
- Topic 9 Laws and Policies Concerning Technological Advancements And Their Effects (i.e., Modern Weapons, Allotments, Land Disputes, Mining, Oil/Coal, Ranching, Water) (SS2,3,5,6)**
- Topic 10 Analyzing Features of MT Indian Reservations and Points of Historic Significance (SS3,6)**

Topics, Continued

- Topic 11 Analyzing Diverse Land Use, Explaining Historical And Contemporary Effects On Environment As These Relate To Montana and MT Indians (i.e., Grazing, Agriculture, Refuges, Recreation, Conservation of Natural Resources)(SS3,5)**
- Topic 12 Movement Patterns Leading To Interdependence And/Or Conflict (i.e., Disease, Buffalo Migration, Loss of Land) (SS3)**
- Topic 13 Short-Term Physical Changes (Floods, Droughts, Snow Storms) VS Long-Term Physical Changes (i.e., Erosion, Glaciation, Seasonal Nomadic Routes, Traditional Grazing Lands Which Are Lost to Farming) (SS3,5)**
- Topic 14 Changes Caused By Human Beings (At The Local Level) (i.e., Hunting & Fishing Rights, Highways, Dams, Mining, Casinos) and Their Effects On Communities And the Environment. (SS3,5)**
- Topic 15 History Can Be Organized And Analyzed In Different Ways: Chronologies, Geographies, Cause/Effect, Issues, Migrations, Oral History. (SS4,5)**
- Topic 16 Contributions and Discoveries of Indian People**
- Topics 17- 24 Significant Events and People in Major Eras, From American Indian Points of View: Colonization Era, Treaty Period, Allotment Period, Boarding School Period, Tribal Reorganization, Termination, Self-Determination. (SS4,5)**
- Topic 25 Major Issues Affecting MT Indian Culture, History, Current Status (Local Level) (SS4,5)**
- Topic 26 Events May Be Interpreted Differently, Because Of Point Of View [i.e., Battle of the Little Big Horn, Gender Point of View, Indigenous View] (SS4,5)**
- Topic 27 Tribal Membership Requirements, Tribal Identity, (i.e., Blood Quantum, Lineages, Personal Identity) (SS6)**

MODEL LESSONS CURRENTLY IN DEVELOPMENT

Topics, Continued

- Topic 28 Tribal Hierarchies: Status, Social Class, Councils, Elders, Bands, Clans, Family (SS6)
- Topic 29 Unique Characteristics of MT Tribes and Other Cultural Groups in Montana (SS6)
- Topic 30 Human Expression Contributes to the Transmission of Montana Indian Cultures (i.e., Oral Histories, Traditional Bead and Quill Work, Symbols, Colors, Rendezvous, Gatherings, Medicine Wheel) (SS6)

Other Lessons Available: The following addition lessons were prepared by agencies, tribes, and educators, using the Grade Level Expectations and Montana Social Studies Standards. Many of these may contribute information related to the topics above.

Glossary of Terms For Students

Glossary of Terms For Educators

Appendix I: Model Lesson Planner (Blank copy of the planner used to develop Model Lessons)

Appendix II: Suggested Reading

Appendix III: Resources